DOCUMENT RESUME

ED 332 495 FL 018 319

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TITLE An Application of Schema Theory and Metacognitive Strategies in Teaching EFL and ESL Reading: An Annotated Bibliography.
PUB DATE Dec 89
NOTE 21p.; In: ESL/EFL Methodology: Topical, Annotated Bibliographies, Volume 1 (FL 018 315).
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Classroom Techniques; Educational Research; *English (Second Language); *Metacognition; *Reading Instruction; *Reading Strategies; Second Language Instruction; Teaching Methods
IDENTIFIERS *Schema Theory

ABSTRACT

The annotated bibliography, developed as a part of a course in methodology for teaching English as a Second Language (ESL), focuses on the application of schema theory and metacognitive strategies in improving students' independent reading comprehension. Fifty-three citations of research reports offering instructional implications of the results, and journal articles offering specific guidelines and strategies, most from 1985-1989, are included. Each citation contains basic bibliographic information and a brief annotation. (MSE)

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An Application of Schema Theory and Metacognitive Strategies in Teaching EFL and ESL Reading: An Annotated Bibliography

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Running Head: APPLICATION OF SCHEMA THEORY

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An Application of Schema Theory and Metacognitive Strategies in Teaching EFL and ESL Reading

The assigned topic for this search was the teaching of reading to students of English as a Second Language and students of English as a Foreign Language. The compilers of this annotated bibliography used the following parameters in determining which specific references to include in the final analysis: application of schema theory and metacognitive strategies in improving ESL and/or EFL students' independent reading comprehension. Four types of articles were found in the initial search. First were articles which approached this subject from a theoretical viewpoint, but which did not offer substantial instructional recommendations. Second were reports limited to conducted research studies, but which did not offer instructional implications of the results. Third were conducted research studies which did offer instructional implications for the EFL or ESL teacher of reading. Fourth were pragmatic articles which offered specific guidelines and strategies for utilizing schema theory and metacognition in the instruction of EFL and/or ESL reading comprehen-

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sion.

After reviewing representative articles from each of these categories, the extrapolaters narrowed the scope to include only articles from the latter two categories for reasons of instructional relevancy and application. The annotators generally collected articles from 1985 to 1989; however some articles were included dating from 1981 because of their relevancy to the established parameters and value for instructional practice. The abbreviation "AM" was used to indicate compilers' modifications of abstracts used. Citations with no such demarkations indicate authors' original abstracts.

Annotated Bibliography

Anderson, B.V., & Barnity, J.G. (1984). Cross cultural schemata and reading comprehension instruction. Journal of Reading, 28, 102-108.

Discussion of the role of schemata and the influence it has in the reading process, based on psycholinguistic research. Reading is discussed as an hypothesis-generating process. Specific schemata may be due to cultural differences. Guidelines offered for developing reading comprehension via use of strategies that connect reader schema with text.

Aron, H. (1986). Applying schema theory to the teaching of reading. TESOL Newsletter, 20(5), 11.

The article discusses several general tasks for L1

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reading teachers' use in building schemata which can be adapted for L2 reading teaching. These include: use of comparisons, sequencing activities, highlighting cause-effect relationships, and paraphrasing in which students write summaries of reading assignments in thier own words.

Bensoussan, M., & Rosenhouse, J. (1987). Discourse analysis in diagnosing difficulty in EFL Reading Comprehension. Journal of Multilingual and Multicultural Development, 8, 323-343. [Available as LT No. 88 295]

Study examines student translations (ST) into L1 as a means of evaluating reading comprehension of Englsih texts. Units of ST analyzed in terms of micro-structure and macro-structure were examined. Found vocabulary/expressions and utterance-level mistranslations to be good indicators of lack of comprehension. Results indicate surface structure and semantic equivalence, linguistic background of readers, their prior knowledge, and cultural empathy with text need to be considered. [AM]

Block, E. (1986). The comprehension strategies of second language readers. TESOL Quarterly, 20, 463-494.

Study was done to determine reading comprehension processes of non-native speakers (NNS) of English using think-aloud protocols. General metacognition reading strategies observed in NNS discussed. Results given as strategies used are not dependent on level of English proficiency. Instructional implications discussed including teacher modeling of strategies, etc.

Bright, J.P., and others. (1981). A guide for the new adult ESL Teacher. Springfield: Illinois State Board of Education, Adult and Continuing Education Section.

Basic guide for teaching ESL to adults. New instructions with information on differences involved in teaching limited English-proficient adults.

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Provides recommendations on how to teach ESL. Contains seven chapters, each an important aspect of adult ESL with plenty of practical ideas. Includes a limited sampling of resources available in the field of ESL.

Bruder, M.N., & Henderson, R.T. (1985). Beginning reading in English as a Second Language. (Report No. ISBN-87281-326-6). Washington, D.C.: Clearinghouse on Languages and Linguistics. [ERIC ED No. 271 940]

Article discusses reading as use of context to derive meaning. Authors give some specific techniques for teachers to model with students to develop independent reading success. Strategies are discussed including identification of cause and effect relationships. In addition, theories of cognitive processing are discussed, as well as specific problems ESL students encounter while reading.

Carrasquillo, A. & Nunez, D. (1988). Computer assisted metacognitive strategies and the reading comprehension skills of ESL elementary school students. [Available as ERIC ED No. 301 839]

Study to investigate the effectiveness of two computer assisted instructions of metacognitive strategies in the development of sequential reading skills of fourth grade ESL students. Tutorial Direct Monitoring Strategy (TDMS) versus Schema Strategy Monitoring Strategy (SDMS) are discussed and strong differences in favor of TDMS are cited. Results and instructional implications are given.

Carrell, P.L. (1983a). Some issues in studying the role of schemata, or background knowledge, in second language comprehension. Reading in a Foreign Language, 1(2), 81-91.

Discusses research based on studies examining effects of schemata in language acquisition, specifically ESL reading comprehension. Research based on earlier research into role of schemata in

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comprehension. Discusses extent of theoretical distinction between "content" and "formal" schemata and general nature of their interaction, and extent of effects measured by cross-cultural research related to more general situations of appropriate background which may not be culture specific. [AM]

activation and metacognitive training.

Carrell, P.L. (1983b). Three components of background knowledge in reading comprehension. Language Learning, 33, 183-207.

Study which investigated individual and interactive effects of three variables on reading comprehension of native and NNS of English. Context, transparency, and familiarity all play a significant role in native speakers' reading comprehension; however, these were found not to be significant for NNS reading comprehension. Implications for ESL pedagogy discussed. [AM]

Carrell, P.L. (1984). Schema theory and ESL reading: Classroom implications and applications. The Modern Language Journal, 68, 32-43. [From Current Index to Journals in Education, 1985, Abstract No. EJ 308497]

Discusses schema theory which holds that text only provides direction for readers as to how they can retrieve meaning from personal schemata or previous background knowledge. Suggests applications of this theory to ESL reading pedagogy. [CIJE]

Carrell, P.L. (1985). Facilitating ESL reading by teaching text structure. TESOL Quarterly, 19, 727-752.

Article discusses how rhetorical organization of text interacts with formal schemata to affect reading in native and non-native Spanish-speaking readers. Study showed teaching the organization of expository text increased the amount of information ESL students could recall. Instruc-

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tional implications discussed including schema activation and metacognitive training.

Carrell, P.L. (1988, April). Second language reading: Reading, language, and metacognition. Paper presented at the 22nd annual convention of TESOL, Chicago, Il. [Available as ERIC ED 297 577]

Study designed to determine the effects of first language reading ability, level of language proficiency in L2, and metacognitive factors on L2 reading ability. Results given and instructional implications discussed including the need for formal metacognitive training for development of comprehension monitoring and effective reading strategies.

Carrell, P.L., & Eisterhold, J.C. Schema theory and ESL reading pedagogy. TESOL Quarterly, 17, 553-573. (From Current Index to Journals in Education, 1984, Abstract No. EJ 291 769)

Discusses the important role of backgound knowledge in a psycholinguistic model of ESL/EFL reading and shows the relevance of schema-theoretic views of reading to the teaching of reading. Classroom implications of the schema-theoretic view discussed and techniques for bringing about reader-centered reading suggested.

Carrell, P.L., & Wallace, B. (1983, May). Background knowledge: content and familiarity in reading comprehansion. Paper presented at the 16th annual convention of TESOL, Honolulu, HI. [Available as ERIC ED 228 901]

Study investigates individual and interactive effects of context and familiarity on reading comprehansion of native English and ESL readers. Findings indicate that unlike native speakers, NNS do not use context to predict content. Suggests even advanced ESL readers appear to be linguistically bound to the text and do not use background knowledge to interact with the text and so to

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predict meaning. [AM]

Casanave, C.P. (1988a). Adding communication to the ESL reading class. TESOL Newsletter, 22(3), 22-23. (From Language and Linguistics Behavior Abstracts, 1988, 22, Abstract No. 8807636)

Reading is an active process in which readers engage their minds at various levels of an interactive process in which comprehension results from interaction of mind and text. Ways to assess operations of these processes are discussed. Communication activities stressed to emphasize interactive nature of reading. [AM]

Casanave, C.P. (1988b). Comprehension monitoring in ESL reading: A neglected essential. TESOL Quarterly, 22, 283-302.

Comprehension monitoring is one kind of metacognitive activity and includes plans for remedying comprehension problems, and strategies for enhancing comprehension. Techniques for teaching specific monitoring and repair strategies for ESL students discussed. Questions, discussions, summarization, and think aloud training are discussed as comprehension monitoring strategies.

Casey, V., McClellan, B., Starke, D., Brown, D., and others. (1982, April and October). ESL: Integration of English, Reading, and Speech. Paper presented at the Western College Reading Association Conference and the Texas Conference for Professionals in College Student Academic Support Programs, San Diego, CA, and Austin, TX. [Available as ERIC ED No. 227 650]

Describes ESL programs at El Paso Community College. Curriculum focuses on speaking, listening, reading, and writing. Attempts to integrate ESL, English, reading, and speech into comprehensive language development programs. Program's success bolstered by instructional design that integrates the above and marketing strategy that places high priority on scheduling which meets

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students' needs.

Connor, U. (1984). Recall of texts: Differences between first and second language learners. TESOL Quarterly, 18, 239-256.

Discussion of the differences between first and second language readers' recall of a written passage. Students from three language backgrounds used as subjects. Hierarchial content structure analysis developed by Meyer discussed. Instructional implications for reading included; content structure/organization instruction stressed via use of visual aids to develop metacognitive awareness. [AM]

Cooper, A. (1986). Reciprocal questioning: Teaching students to predict and ask high level questions. TESOL Quarterly, 20, 9-10.

Reciprocal questioning techniques are discussed as ways to train students to be independent comprehenders. The procedure is discussed of how to teach students to predict and to ask high level questions while reading. Emphasis placed on student use of a technique called "FIVE," on which the teacher models good questioning techniques.

Costin, B.W.S. (1986). Cognition and comprehension: A study of the need for incorporation of Bloom's taxonomy of educational objectives in English as a second language remedial reading program. Unpublished Master's thesis, Chinese University of Hong Kong, Hong Kong, China. [Available as ERIC ED No. 297 595]

Discussion of the whole text approach and reinforcement of cognitive skills to emphasize the meaning of skills is included via reinforcement of Bloom's taxonomy. Sample text is given and paticular cognitive skills are introduced for instructional purposes. An interactive bottom up and top down approach is suggested and metacognitive training through the use of questioning is

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advocated.

Damen, L. (1982, March). Reading, Writing, and Culture Shock. Paper presented at the Annual Conference of the Society for Intercultural Education, Training, and Research, Long Beach, CA. [Available as ERIC ED No. 228 876]

Suggests that culture shock is a common experience for L2 learners in a second culture, and that anger, unhappiness, frustration, and illness may occur. ESL teachers need to be aware of stages of cultural learning for each student. Approach based on thesis that the act of describing opinions, emotions, and reactions requires reassessment of these states. Instructional implications are included.

Dvorkin-Laufer, B. (1991). Intensive versus extensive reading for improving university students' comprehension in English as a foreign language. Journal of Reading, 35, 40-43.

Study which investigates the effects of three methods of reading instruction upon reading comprehension of ESL university level students. Best progress by readers made with use of intensive method, while students work on a few pages at a time and study in depth. Metacognitive strategies discussed which may help comprehension. Instructional implications discussed. [AM]

ESL instruction in the junior high school: Curricular guidelines and suggestions. (1989). Alberta, Canada: Alberta Department of Education, Edmonton Language Services Branch [Avaliable as ERIC ED No. 299 802]

Guidebook provides excellent pedagogical suggestions specific to reading for ESL students at the junior high school level. Describes approaches and techniques to promote language development of ESL students in all areas of curriculum. Promotes content area teaching.

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Teaching suggestions are appended.

Florez, V., & Hadaway, N. (1987). Second language learners: Their special needs in content area reading. Reading Horizons, 4, 269-275.

Article discusses the need for teachers to help ESL students read more effectively. Effect of the reader's schemata, metacognitive skills, and interactive process of reading is discussed in detail. Strategies for developing schemata, metacognitive awareness while reading, and concept development continued in texts. Specific techniques are described and implications of each are examined.

Floyd, P., & Carrell, P.L. (1987). Effects of ESL reading on teaching cultural and content schemata. Language Learning, 37, 89-108.

Article discusses a study done which demonstrates a relationship between background knowledge the student brings to text and the ability to recall it. Discussion of importance of cultural background knowledge upon reading comprehension and necessity of it being taught. Pre-reading approaches and methods are discussed.

Gajdusek, L. (1988). Toward wider use of literature in ESL: Why and how. TESOL Quarterly, 22, 227-257.

Article suggests purposes literature can serve for ESL reading, and examines literature in terms of schema theory and cross cultural awareness. Suggestions are included for how to use literature to encourage interaction. A four step approach to use of literacy text is given which includes schema activation and provision plus questions to guide metacognitive thinking.

Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. NY: Cambridge University Press. [Available as ERIC ED No. 207 347]

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Various types of reading comprehension exercises are described and classified. Exercises focus on reading techniques, on sensitizing the reader, on developing metacognitive awareness of reading needs, and awareness of textural organization. [AM]

Hamp-Lyons, E. (1992). The TLE approach to academic reading. [Available as ERIC ED No. 240-834]

Strategy for teaching reading in college preparation courses of ESL attempts to help students achieve reading independence. Outlined are: skills of independent flexible reading, taxonomy of skill types (passive, active, and synthetic), and levels (mechanical, knowledge, trasfer, response, and criticsm). Proposed is an evaluation model that enlarges the role of evaluation in teaching/learning processes, with the teacher continually evaluating student achievement of specific reading peformance objectives and reevaluating necessary teaching instructions and materials.

Hamp-Lyons, E., and Proulx, G. (1982, July). A Comparison of two methods of teaching advanced ESL teading. Paper presented at the TESOL Summer Meeting, Evanston, IL. [Available as ERIC ED No. 227 678]

Two methods of teaching advanced ESL compared in sample of 24 Asian College students (NNS) who received either traditional or skills-based reading instruction. The latter scored significantly higher on post-test, showed greater progress from pre- to post-test. Findings imply that the choice of teaching method can make a difference to measurable student improvement.

Isaccson, B., & Miller, G. (1985). Bridges to successful reading: (reading skills lessons for transitioning LEP students) and final report. Des Plains, IL: Oakton Community College. [Available as ERIC ED No. 265 413]

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Instructional units are included for the purpose of improving reading skills of LEP students for transition from ESL programs to GED or community college classes. Included are learning strategies for helping students to remedy reading comprehension problems. Metacognitive strategies are discussed, sample lessons given, and results of program implementation included.

Johns, A.M. (1988). Reading for summarizing: An approach to text orientation and processing. Reading in a Foreign Language, 4(2), 79-90. [Available as LT No. 89 64]

Discusses various summary instruction citing 'product-based" summary instruction as most abundant. Suggests summarizing to be viewed as a complex process and the need to examine reading skills in language coursebooks. Gives approaches to reading. Requires FLS to process and reformulate the entire original text before creating a summary product, encouraging development of reader schemata and exploitation of special vocabulary which signals both the text type and the relationships among the propositions.

Johns, T., & Davies, F. (1983). Text as a vehicle for information: The classroom use of written texts in teaching reading in a foreign language. Reading in a Foreign Language, 1, 1-19.

Discussion of an approach to classroom use of texts for developing reading skills. There is an emphasis on the function of text as a vehicle for information. Activities which activate existing schemata of topics are stressed. Use of comprehension monitoring as a reading strategy is discussed as significant. Sample lesson plan is given to show integration of techniques.

Johnson, P. (1981). Effects on reading comprehension of language complexity and cultural background of a text. TESOL Quarterly, 15, 169-181.

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The study investigates the effects of English language complexity and cultural origin of prose in reading comprehension of ESL university students. Results suggest cultural origin of stories had significant effect upon comprehension. Instructional implications are included as well as guidelines for material selection and design.

Kitao, K, & Kitao, K.S. (1986). Difficulties Japanese have in reading English. Michigan State University, Department of Communication. [Available as ERIC ED No. 278 214]

Problems encountered by Japanese speakers in reading English are discussed. Also, literature on teaching English and developing reading materials are investigated. Ten suggestions for improving the teaching of reading in English are included as a guide for selection of texts. Application of schema theory for the classroom and techniques are examined. [AM]

Kitao, K.S. (1987). Schema theory, reading, and second language learning. Michigan State University, Department of Communication. [Available as ERIC ED No. 285 383]

Discussion of schema theory as it relates to reading and the application of this theory to ESL readers. Discussion of top-down processing in reading and its significance in ESL reading, along with instructional implications discussed. Methods of assessing background knowledge explained. Choice of materials and methods in activating students' schemata are expanded upon.

Laufer, B., & Sim, D.D. (1982, November). Does the EFL reader need reading strategies more than language? Some experimental evidence. Paper presented at the annual meeting of American Council on Teaching of Foreign Languages, NY. [Available as ERIC ED No. 228 848]

Study designed to investigate whether to teach reading as a problem of language or of language

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strategies in university level L2 reading comprehension courses. Data indicate that ability to use reading strategies in Hebrew did not transfer to English. Indicates good reading ability is primarily a function of language competence. Also, without sufficient lexical knowledge students make inferences drawn from own common sense, opinions, or biases. [AM]

Lee, J.F. (1986). The effects of three components of background knowledge on second language learning. The Modern Language Journal, 70, 350-354.

Study which investigated the effects of three components of background knowledge on reading, comprehension, and recalling text. Context, transparency, and familiarity were three components studied. Results support use of instruction of background knowledge for ESL students. Instructional implications discussed.

Martin, A.V. (1981, March). Concept relationships: Helping the beginning student read English. Paper presented at the 15th annual conference of TESOL, Detroit, MI. [Available as ERIC ED No. 223 089]

Techniques developed to address reading problems of adult ESL class. Series of concept relationship activities devised to help students develop association skills essential to reading. Concluded that exercises (categorization, analogy, and definition) helped students view information in English as a set of interrelated concepts rather than isolated elements. [AM]

McInnes, M.M. (1987, April). A cognitive approach to teaching reading to Spanish-speaking adolescents. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C. [Available as ERIC ED No. 282 397]

Paper presents a study which investigates the use of instruction to teach Spanish-speaking secondary

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students inferential reading skills. Results indicate that students used schemata for reading comprehension. Instructional implications suggest metacognitive skills can be taught via method used in study.

Melendez, E.J., & Pritchard, R.H. (1985). Applying schema theory to foreign language reading. Foreign Language Journal, 19, 399-403.

Reading is considered an interactive process in which schematic information the reader has for the topic is as important to reading comprehension as information on the printed page. Schema theories are discussed and how they apply to reading. Pre-reading and post-reading activities are discussed in light of developing higher level thinking skills.

Mellor, E.R. (1988). Teaching non-English speakers to read in English. [Available as ERIC ED No. 302 054]

Suggests that reading skills trasfer from L1 to L2, but other considerations must be considered when teaching English reading to NNS. Teachers must understand students' previous language skills which influence progress in learning to read. Supplies checklists designed to develop teacher's understanding of sequential skills to help plan, teach, evaluate, and assess reading.

Miller, R.C., and others. (1988, May). Chapter 1/PSEN remedial reading and mathematics program 1986-87 final evaluation report and evaluation summary. NY: City Board of Education, Brocklyn Office of Educational Assessment. [Available as ERIC ED No. 302 049]

Guide was designed to provide supplementary instruction to elegible English speaking and LEP students in self-contained special education classes. Also provides orientation and inservice training to special education teachers. Reading instruction based in holistic, meaning-centered

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approach.

New York City Board of Education. (1985). Look, listen, do! Read and write, too! A manual of ESL activities for beginner level. Brooklyn, NY: Author. [Available as ERIC ED No. 284 431]

Document gives a wide variety of activities that integrates the teaching of ESL with beginning student' experiences. Emphasis on development of linguistic, cognitive, and conceptual skills. Activities which develop metacognitive reading skills are given. Goal is for concept development in each activity.

Nunan, D. (1985). Content familiarity and the perception of textual relationships in second language reading. RELC Journal, 16, 43-51.

Paper examines effect of content familiarity on perception of textual relationships by second language learners. Research related to schema theory is presented, results and instructional implications discussed. Support of notion that background knowledge has an effect on level of comprehension. [AM]

Reading development of nonnative speakers of English: Research and instruction. (1985). (Report No. ISBN-0-15-599315-1). Washington, D.C.: Center for Applied Linguistics. [Available as ERIC ED No. 256 182]

Discusses the significance and the effect of background knowledge on reading comprehension. Several strategies for developing total reading-language process are included such as the DRTA and PreP. Also, specific strategies for teaching discourse comprehension, explicitly for developing metacognitive awareness are discussed.

Roizen, M.A. (1983). How students evaluate and take teaching comprehension examinations in a foreign language. [Available as ERIC ED No. 228 838]

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Project entailed asking students to evaluate and explain how they take reading comprehension exams in a foreign language while they were actually taking the exam. Concluded that most students preferred open-ended questions and succeeded better. Strategies students used taking test were determined by nature of subtest. Investigated other test taking strategies. Teaching implications given.

Sutton, C. (1989). Helping the nonnative English speaker with reading. The Reading Teacher, 42, 684-688.

Discussion of four crucial areas imparing reading of ESL students. Included is discussion of expansion of conceptual framework (schemata) and suggested are several strategies to do so. Metacognitive strategies emphasized as significant in helping ESL children to comprehend text. Several techniques/activities are expanded upon for direct application to elementary classroom.

Swaffar, J.K. (1988). Readers, text, and second languages: The interactive processes. The Modern Language Journal, 72, 123-149.

In teaching components of interactive reading, teachers must activate reader schemata, guide ESL students' awareness of text structure, assist in strategy development, and promote relaxed interactions between student and text. Suggestions for intensive strategy practice. Pre-reading very important for schema activation. Think aloud protocols suggested for whole class activity. [AM]

Vaughan, J. (1985). English as a second language: Reading strategies and Aids. Washington D.C.: Federal Way School District. [Available as ERIC ED No. 259 551]

Guide that discusses techniques for teaching reading comprehension in the content areas to ESL students. Also, simple lesson objectives and

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lesson plan are given. Teaching aids within text passages that help students understand unfamiliar terms are emphasized as items to be taught to ESL students. Conprehension monitoring strategies plus study skills are discussed.

Vorhaus, R. (1984). Strategies for reading a second language. Journal of Reading, 27, 412-416.

Discussion of metacognitive reading strategies to help ESL students read with comprehension and to remember content. Suggests use of questions to guide studnets in reading-thinking process. Scope of metacognitive skills examined via various pre-reading and post-reading activities.

Williams, F. (1987). Classroom reading through activating content based schemata. Reading in a Foreign Language, 4, 1-7.

Article discusses a three phase approach to reading with attention to pre-reading phase, where existing schema is activated and questions raised. Reading phase comprised of finding answers to original questions asked; reading for a purpose. Post-reading phase comprised of researching answers to questions still not satisfied. [AM]

Yin, K.M. (1985). The role of prior knowledge in reading comprehension. Reading in a Foreign Language, 3, 375-380.

A study done demonstrated that familiarity with topic affects reading comprehension. The instructional implications are discussed. First, the teacher must consider enabling knowledge in texts. Second, the teacher should teach problem solving and creativity, interpretive strategies to maximize existing schema students possess. Finally, emphasis on process, in activating student process.

Zvetina, M. (1987). From research to pedagogy: What do L2 reading studies suggest? Foreign Language Annals, 20, 233-238.

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Research implications discussed regarding need for organization of schema content of text plus teaching of metacognitive strategies to ESL students. Implications for related research study discussed. Significant findings include: use of script activator statements -- activated student schema on topic. Metacognitive strategies discussed as significant aids in reading comprehension.

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